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ABSTRACT

This guide presents information on 25 dissertations in bilingual education done by Fellows in ESEA Title VII Fellowship programs. The dissertations cover the following general areas: language learning and communicative competence, teacher training, teacher role and attitudes, parent participation, access to education on all levels, learning styles and academic achievement; school district structure, and vocational education. Each entry provides bibliographic information and an abstract. (AMH)

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GUIDE TO THESES AND DISSERTATIONS

IN

BILINGUAL EDUCATION

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Introduction

The National Clearinghouse for Bilingual Education (NCBE) has as one of its primary tasks the collection of current information on research in all areas pertinent to the field of bilingual education. One of the sources for such information is represented by current dissertation research being carried out in Fellowship programs funded by ESEA Title VII. During 1980, NCBE sent to each of the directors of Title VII Fellowship programs a request for information on dissertation research being carried out by Fellows, and explained that the information was to be provided to NCBE voluntarily. The directors were requested to ask each of the Fellows in their programs during dissertation research to provide NCBE with information in the following categories:

- Title of the dissertation in progress
- Name of the university and program
- Expected date of completion of the dissertation

In addition to the aforementioned information, a 500-word abstract of the proposed dissertation was requested. The information provided NCBE was voluntarily supplied by each candidate.

The purpose for collecting such information on dissertations in progress was to: (a) inform other professionals in the field of bilingual education of ongoing research; (b) provide a means for future professional contacts with other Fellows sharing research interests; (c) provide a way for the candidates to inform the field of their personal research interests; (d) avoid duplication of research efforts; and (e) stimulate interest in research by sharing current efforts.

Twenty-five candidates provided NCBE with information on their dissertation work. No information was available to NCBE to determine the number of Fellows who were actually undertaking dissertation work. Consequently, NCBE hopes that the abstracts contained herein represent most of the actual dissertation research being carried out in the spring of 1980.

All persons interested in the research described here should contact the candidates by writing to them in care of their respective Bilingual Fellowship Program Director as listed. NCBE does not maintain current addresses for any of the candidates.

It is traditional for copies of completed dissertations to be made available via University Microfilms, Ann Arbor, Michigan. NCBE does not necessarily have copies available of all of the dissertations described here; NCBE does welcome copies of completed dissertations relevant to the field of bilingual education.

Access of Spanish-speaking Persons to the Massachusetts Community College System: Bilingual Education as an Alternate Approach to Higher Education

Candidate: Angel A. Amy-Moreno

University: Boston University
School of Education
765 Commonwealth Avenue
Boston, MA 02215

Department: Social Education (Instructional Resources) Division

Bilingual Program Director: María E. Brisk

Degree/Date: Ph.D., May 1980

Abstract of Dissertation:

This study examined the issue of postsecondary access of Spanish-speaking persons to the Massachusetts Community College System. Access was defined in terms of academic and nonacademic programs, and support services that community colleges offer the Spanish-speaking person.

The sample was taken from five community colleges located in areas with high concentrations of Spanish speakers. Each of the colleges was analyzed according to its college catalog admissions criteria, program offerings, including bilingual or English as a second language (ESL) programs, support services, outreach centers, and others. Issues such as language maintenance and static language maintenance were also discussed. Roxbury Community College was taken as the pilot college since it is the only community college operating a bilingual program in the Massachusetts system.

The study concluded by suggesting the urgent need of establishing post-secondary bilingual programs within the Massachusetts Community College System. Bilingual education should be provided as an alternate approach to higher education. The dissertation examined the socioeconomic and apedagogical reasons supporting the need for programs.

American Indian Youths' Perception of Counselor Psychology

Candidate: Paul Dauphinais

University: University of Oklahoma
630 Perrington Oval
Norman, OK 73019

Department: Human Development

Bilingual Program Director: Guadalupe Thompson/Thomas Wiggins

Degree/Date: Ph.D. in Counseling Psychology, August 1981

Abstract of Dissertation:

The purpose of this study is twofold. First, it will experimentally assess American Indian youths' preference for White or Indian counselors and assess preferred counselor communication style. Second, an analysis of the preferred counselor communication style will be completed using the Hill Taxonomy and the Sinclair and Coulthard analysis of discourse. Forty male and female American Indian students aged 17-21 from four Oklahoma academic settings (two adult education programs, an Oklahoma junior college, and a major Oklahoma university) will be randomly assigned to one of four treatment conditions. The four conditions will be generated by crossing two counselor introductions (American Indian and White) with two counseling communication styles (directive and experimental). After each student has watched a simulated, videotaped counseling situation, he or she will complete a Counselor Effectiveness Rating Scale (CERS), a seven-item modified semantic differential rating form. Analysis will be a 2 X 2 analysis of variance (ANOVA) to test for differences between preferred counselor race and preferred counselor approach, and for an interaction. It is proposed that an analysis of the preferred style of communication will make possible a set of generalizations concerning useful counselor verbal response, thus enabling the description of an alternative mode of counselor communication more appropriate for use with American Indian clients. Such an examination may allow counselors and counselor educators to come closer to answering the questions of what approach, by what counselor, is most effective for what client.

Analysis of the Relationship Between Teachers' Beliefs and the Manner of Structuring the Classroom Physical Enviroment

Candidate: Evangelina Peña Hughes

University: University of Illinois
College of Education
Office of Multicultural and Bilingual Education
Urbana, IL 61801

Department: Elementary and Early Childhood Education

Bilingual Program Director: Bernard Spodek

Degree/Date: Ed.D., May 1980

Abstract of Dissertation:

The purpose of this study was to explore the relationship between a teacher's belief system and the manner of structuring the physical environment of the classroom. Also explored was the relationship between a teacher's belief system and selection of instructional materials. The classrooms of 46 female Anglo and Mexican American primary teachers in a south Texas school district were observed during November and February. Also explored was whether teachers who differed in degree of dogmatism modified their environment to a different extent over time. Age, ethnicity, grade level, and years of teaching experience were investigated in relation to whether these variables accounted for differences in dogmatism and the manner in which the environment of the classroom was structured and the materials selected for instruction.

Three instruments were used in the study. The Rokeach Dogmatism Scale E measured teachers' degree of dogmatism. The physical environment and the materials selected by the teacher for instruction were judged with an instrument designed by the investigator. This instrument was an adaptation of Jone's (n.d.) descriptors for observing the physical environment and the materials in the environment. Subjects also answered a demographic questionnaire.

A Pearson product-moment correlation, dependent group T-Test, independent group T-Test, and multiple linear regression were the statistical procedures used. Analysis of the data led the investigator to conclude that no relationship exists between teachers' dogmatism and their manner of structuring the physical environment or their selection of instructional materials. Also, teachers who differed in degree of dogmatism do not modify their environment to a greater extent over time. Dogmatism is not related to age, ethnicity, teaching experience, or grade level. A significant relationship between teachers' dogmatism and one of the descriptors of the physical environment led the investigator to conclude that highly dogmatic teachers structure a softer environment.

Chinese in the San Francisco Public Schools: A Historical Study of One Minority Group's Response to Educational Discrimination, 1859-1959

Candidate: Victor Low

University: University of San Francisco
School of Education
Multicultural Program
2130 Fulton Street
San Francisco, CA 94117

Department: Department of Education

Bilingual Program Director: John Tsu

Degree/Date: Ed.D., Summer 1980

Abstract of Dissertation:

This study showed how prevalent and deep-seated racism toward Chinese was in the general society since the early days of California, and how that racism was particularly manifested by one segment of the society--the San Francisco Public School System. For although educators are, idealistically speaking, most free of prejudice by virtue of years of scholarship, they are still a product of their sociocultural environment. More often than not, school authorities in positions of power--superintendents, board members, principals, etc.--make decisions that maintain the traditions and beliefs of the dominant group. Subsequently they set up policies and regulations to deny minority groups admission to the public schools if the latter are perceived to be a threat to their way of life. Such was the San Francisco Chinese community's experiences with the city school board. This study chronicles the educational discrimination against Chinese by the city school system. For almost a century, they would have to struggle with the San Francisco school authorities regarding the fundamental issues of education.

Gaining access to education meant achieving the legal recognition that the Chinese had as much right to public schooling as other U.S. born youngsters. Chinese prevailed over the many attempts to restrict their schooling to a segregated facility, obtaining a school building that was comparable in class and play space to other school facilities in the city, establishing favorable public relations to break down the myths and stereotypes of Chinatown and her people, and overcoming the bureaucratic obstacles that prevented them from entering the field of education. Their achievement in each of these historic phases contributed to the gradual removal of the pervasive attitude that the Chinese were linguistically, racially, and culturally inferior to White Americans.

The fact that Chinese children and teachers can be found in many of San Francisco's public schools today is due in no small measure to the perseverance and determination of the earlier generation to get into the city school system. Either collectively or by personal initiatives, they confronted the school authorities of San Francisco to make sure that they received equal and fair treatment. Had the Chinese not met with success,

then the one institution that could have eased their entry into the larger society--schooling--would have served to perpetuate their second-class status. The step-by-step accomplishments of the San Francisco Chinese community are carefully documented in this dissertation to demonstrate that they were actively involved with the issue of educational discrimination that was part of the overall oppression by the dominant society.

Cohesion and Coherence in Language Production of Secondary Bilingual Students

Candidate: Betty R. Sunday

University: University of Illinois
College of Education
Office of Multicultural and Bilingual Education
Urbana, IL 61801

Department: Secondary Education Division--Bilingual Education

Bilingual Program Director: Joel Walters

Degree/Date: Ph.D., December 1980

Abstract of Dissertation:

The purpose of this research was to describe the linguistic selections contributing to cohesion and coherence in text production which 10th grade students who are still struggling with English make in explanatory speaking and writing tasks.

Initially 30-50 bilingual students in the 10th grade were tested for general English language ability. One Cloze test and one dictation test were given to each volunteer. The mean score for each student's tests was figured. Approximately 24 subjects were selected from the middle range of these mean scores. The interest here was with the student who was past the beginning stages but who could not be considered to have attained native-like ability. The selected subjects were tested in the areas of written essay composition and explanatory spoken text production. There were two sets of three tasks. Ideally, one set was administered on Day 1, and the other set on Day 2. Each set required an hour and ten minutes. The one-hour session (composition) was spent in a group situation. The ten-minute session (spoken) was administered individually.

Task 1 consisted of an explanatory composition over a topic which the subjects selected from possible topics of interest to teenagers. Task 2 involved giving directions orally from a simple map in English, and task 3 was a repetition of task 2, only in Spanish. The oral tasks were tape-recorded for later transcription.

The results were analyzed for the ability to focus language on a single purpose. The analysis was of a descriptive nature in an effort to find which linguistic choices the subjects made, which possibilities they did not choose, and their ability to elaborate on an idea.

Comparison of the Form and Function of Code-Switching of Chicano and Puerto Rican Children

Candidate: Carmen Coballes-Vega

University: State University of New York
College at New Paltz
Office of Bilingual Education
Old Main Building 103
New Paltz, NY 12562

Department: Elementary Education

Bilingual Program Director: Edgar Rodríguez

Degree/Date: Ph.D., January 1980

Abstract of Dissertation:

This study examined the nature of the form and function of code-switching of Chicano and Puerto Rican bilingual children. For this study, code-switching was defined as the alternation of the syntactic elements of two languages within an utterance.

The sample included thirty-two subjects, ages 9-14, who were divided into eight cells on the variables of language dominance, sex, and ethnicity. Sixteen subjects were English dominant and the other sixteen were Spanish dominant. There were two experiments which tested the syntactic constraints on code-switching: (1) the Sentence Repetition Task (SRT) and (2) the Sentence Judgment Task (SJT). The SRT required the subjects to repeat thirty sentences that had code-switches at three syntactic points. In the SJT, the subjects responded to twenty-four sentences which had both Spanish and English (either beginning in Spanish and ending in English, or beginning in English and ending in Spanish). The subjects were asked to state whether the sentence was mostly Spanish or mostly English. The Spontaneous Speech Samples of Paired Interactions (SSSPI) provided data on the various functions (uses) of code-switching in an interaction with a peer of the same ethnicity and sex and the experimenter. There were sixteen matched pairs where all the variables were constant, and sixteen unmatched pairs where Spanish-dominant and English-dominant children were paired with ethnicity and sex held constant.

The results from the SRT indicated that language dominance did have an effect in the subjects' repetitions of sentences with the verb-infinitive constraint. The subjects kept the verb-infinitive intact in either Spanish or English. The data also indicated no differences in the repetitions by males and females. Regarding ethnicity as a variable, the data showed no differences between Puerto Ricans and Chicano subjects' repetitions of test items. However, there were major findings in the changes subjects made to the object noun phrase. This indicated that the language of the verb preceding the object noun phrase has an effect on the subjects' code-switches at the noun phrase constituent level. Another major finding was that English-dominant subjects produced both English-to-Spanish and Spanish-to-English code-switches, while Spanish-dominant subjects produced mostly Spanish-to-English switches.

The results from the SJT demonstrated that there were no major differences in the way subjects judged sentences as being either Spanish or English, based on the variables mentioned above. Generally, subjects based judgments on the language which the sentence started with.

The results from the SSSPI indicated that Spanish-dominant subjects in the matched pairs produced twice the number of switches as their English-dominant counterparts. There was little difference between the English-dominant subjects in the unmatched pairs in the number of code-switches. There was also evidence that showed that certain topics such as "Television Programs" and "After School Play" elicited more instances of code-switching. Also, the data from these interactions showed that langugage dominance of the listener was an important function in determining the language choice of a speaker. In five of the eight unmatched pairs, the speakers chose the language code of the peer even if it was not their dominant language.

Based on the findings from the SRT and the SJT, it was concluded that bilingual children use certain surface syntactic rules for code-switching which are consistent. From the evidence in the SSSPI, it was concluded that children who code-switch or who use Spanish and English alternately are not confused. They are responding to a number of factors which must be considered in their language choice (e.g., language dominance, sex and ethnicity of participants, setting, and topic). Pedagogical implications of the study indicate that the classroom teacher should not discourage code-switching when it occurs freely in the classroom. However, she or he should be familiar enough with code-switching so that it can be used as a teaching and learning device within the classroom.

Do Teachers Differ in their Interactions with Spanish-surname Children from Different Economic Backgrounds and Are These Interactions Related to Academic Achievement?

Candidate: Bertha Méndez Manson

University: California State University---Fullerton
800 N. State College Blvd.
Fullerton, CA 92634

Department: Department of Bilingual-Bicultural Education

Bilingual Program Director: Anthony M. Vega

Degree/Date: M.A., August 1980

Abstract of Dissertation:

The relation between teacher interaction, economic class, and children's academic performance has been prominent throughout educational history. Unfortunately, for the children of minority groups these interactions proved to be a detriment. These conclusions were made by the Harlem Youth Opportunities Unlimited Report (1965), Deutsch (1960), and Fuchs (1969).

Studies have examined the negative effects of these interactions with a variety of lower-class children of diversified ethnic groups lumped into one category. But the conflict between teacher interaction and the economic level of the Spanish-surname child has never been isolated. This study was designed to observe the effects that negative and positive teacher interactions specifically have on Spanish-surname children from different economic levels. Because of the importance to teacher-pupil interaction (relationships) from the standpoint of encouraging and involving the student in the learning, e.g., achievement, the present study was designed to provide further information pertaining to teachers' favor for higher status Mexican American children over lower status Mexican American children.

Effects of a Parent Participation Program on the Reading Growth of Elementary Chicano Students in Mora, New Mexico

Candidate: Benjamín Coca

University: New Mexico State University
Bilingual Training and Resource Center
New Mexico State University, Box 3-BTR
Las Cruces, NM 88001

Department: Bilingual Training and Resource Center

Bilingual Program Director: Atilano Valencia

Degree/Date: Ph.D., May 1980

Abstract of Dissertation:

This study was designed to investigate the effects of parent participation and assistance upon the reading achievement of their children. The guiding hypothesis was that there would be no statistically significant differences between the reading skills score gains of the experimental group and those of the control group. In that perspective, an experimental group and a control group of children were tested. In addition, the following subordinate hypotheses were used for statistical purposes: (1) there will be no statistically significant differences between the experimental and control groups in vocabulary using word lists and measured by the Slosson Oral Reading Test, and (2) there will be no statistically significant differences between the experimental and control groups in reading comprehension as measured by the Gilmore Oral Reading Test.

The total number of units in the experimental group was 28 students, and the control group consisted of an equal number. The treatment given the experimental group was the participation of parents in the Mora Parent Workshop. The 29 participating parents received instruction in the development and use of instructional games, songs, and stories as tools in teaching their children reading skills. Participants were pretested and posttested using the Gilmore and the Slosson Oral Reading Tests. The null hypothesis which stated that there would be no statistically significant differences between the reading skills score gains of children whose parents did not participate in the parent workshop was accepted. Analysis of covariance was used to analyze the data. The findings of this study indicate that participation by the parents in school affairs has a positive effect on the academic achievement of their children. The workshop was considered successful as evidenced by continued participation of these parents in other school programs. Even though results in reading achievement by the children were not statistically significant, participation by parents in the Mora Parent Workshop had led many of these parents to participate more in local school affairs as mentioned above. Non-statistically significant differences could be attributed to the short duration of the workshop, a small total student population, or a Hawthorne effect on the control group.

Expectations of Haitian Parents in the Greater New York Metropolitan Area: Education and Occupations

Candidate: John B. Webb

University: New York University
735 East Building, Washington Square
New York, NY 10003

Department: Bilingual Education

Bilingual Program Director: Gilbert Sánchez

Degree/Date: Ed.D., January 1982

Abstract of Dissertation:

The researcher will survey Haitian parents living in the greater New York metropolitan area to determine what their perceptions and expectations are of the public schools, what attitudes they have toward bilingualism, and what their educational and occupational aspirations are for their children. The data will be examined to determine whether parents' responses are affected by length of residence in the United States or by level of parental educational attainment in Haitian schools.

The study will be conducted using a home interview schedule that will have been developed by the researcher, examined for validity and reliability, and pilot tested prior to the actual study. Interviews will be conducted in English, French, or Creole according to the parents' preference.

It is hoped that the information gathered will provide a database that can be used by schools and communities in developing programs that are sensitive to the needs of Haitian children and their parents. The study may also serve as a design for similar research among other ethnic groups.

Impact of the Structural Characteristics of the School District on the Adoption of Technological Innovations: The Case of Bilingual-Bicultural Education Programs

Candidate: John J. Halcón

University: University of California, Santa Barbara
Department of Education
Santa Barbara, CA 93106

Department: Educational Administration

Bilingual Program Director: Gustavo González

Degree/Date: Ph.D., September 1980

Abstract of Dissertation:

The principal legal tool employed in establishing bilingual programs has been Title VI of the Civil Rights Act of 1964. This act, which prohibits discrimination by any institution which receives Federal funding, is the standard established by the U.S. Supreme Court in the Lau v. Nichols decision of 1974. According to Paulston (1978), since a school district risks the loss of all Federal funds should it be found out of compliance, this serves as a powerful argument for establishing bilingual programs.

Assuming compliance, what needs to be understood is the proclivity of a school district to assure sound programs of bilingual instruction. Theories of innovation indicate a clear trend in the adoption process. Structural characteristics are reliable indicators of the inclination of organizations to accept or reject innovative practices.

Moch (1976) argues that structure promotes the influence of some individuals while inhibiting that of others. "In fact," he says, "the structure of the organization sets the parameters within which top management influences decisions to adopt or not adopt new technology." The concern of this research was with organizational structure and its impact on the adoption of educational innovation, in this case, the technology of bilingual programs.

Where a client-group exists, the overwhelming majority of these school districts may not deny programs of bilingual instruction. Therefore, the failure of bilingual programs may be due to characteristics of the organization rather than of the clients. A theory of innovation was used to explore this possibility.

This research proposed to examine the effects of structural characteristics of the school district on the adoption of technological innovation. The school district is perceived as an intervening variable between the intent of bilingual education legislation and the expected results of such a reform measure, i.e., increased achievement scores. How does the organization of the school district affect the propensity for success or non-success of bilingual programs?

Language Dominance Test for Greek Bilingual Children (Grades 1-4)

Candidate: Aristotle Michopoulos

University: Florida State University
College of Education
302 Education Building
Tallahassee, FL 32306

Department: Subject Specialization and Teacher Education

Bilingual Program Director: Byron G. Massialas

Degree/Date: Ph.D., June 1980

Abstract of Dissertation:

The study aimed to develop a test in two forms (English and Greek) that measures the language dominance of Greek bilingual children in grades 1-4. This instrument will assist school personnel in objectively determining children's language dominance for placement and instructional purposes.

A trial version of the instrument contained 60 multiple-choice and 20 free-response items for each form. The instrument was pilot tested in the Greek bilingual schools of Tarpon Springs, Florida, and was field tested in New York and Chicago. The number of subjects exceeded 400 and was evenly divided in terms of grades and sex. Data analyses included item analyses, test analyses, test reliabilities per grade, school, sex, test/retest reliabilites, etc.

Based on these analyses 30 multiple-choice and 10 free-response items, best in terms of point biserial values and no statistically significant difference between the Greek and English forms, were selected to form the final instrument. The overall reliability values thus obtained were .92 and .84 for the English and Greek forms, respectively.

The instrument was further examined for its concurrent validity. To this end a correlation was obtained between the teacher's and instrument's rating of student language dominance. The overall concurrent validity value obtained was .56.

Making Requests: An Ethnographic Study of Communicative Competence in the Bilingual Preschool Classroom

Candidate: Dabney Narváez

University: New York University
Bilingual Education Program
735 East Building
Washington Square
New York, NY 10003

Department: Department of Curriculum and Instruction

Biliingual Program Director: Gilbert Sánchez

Degree/Date: Ph.D., June 1981

Abstract of Dissertation:

The purpose of the study is to describe the patterns of verbal and nonverbal communication by Spanish-speaking children in their use of requestive language in a bilingual early childhood classroom. Requestive language is language which is used to solicit information, action, or acknowledgment (Dore, 1977). More specifically, the study will address these questions: (1) What types of requestive language do Spanish-speaking children use in the bilingual early childhood classroom? (2) What are the patterns of language alternation (code-switching) which the children use in their requestive language? (3) What are the patterns of nonverbal behaviors which the children use for requestive language? (4) How do situational factors such as speech partner (adult or child), language of speech partner (Spanish or English), conversation type (group or dyadic), and classroom activity influence the children's use of requestive language?

An ethnographic approach will be used involving participant observation, video- and audiotape documentation, and teacher interviews. Subjects for the study will be four 3-year-old children, all of whom are Spanish dominant, show normal language development, and have adjusted normally to their first year of preschool.

The significance of the study lies in the insights it will provide into a crucial area of communicative competence among bilingual children, knowledge which is essential for improved bilingual teaching and curriculum development.

Public Primary Education in Mexico: A Focus on Reading Instruction in Mexico City

Candidate: Robert Miller

University: University of San Francisco
Multicultural Program
2130 Fulton Street
San Francisco, CA 94117

Department: Multicultural Program

Bilingual Program Director: John Tsu

Degree/Date: Ed.D., May 1980

Abstract of Dissertation:

Mexico has a centralized educational system whereby all plans and programs, textbooks, teacher training institutions and all special education programs are coordinated by the Secretaría de Educación Pública (Ministry of Public Education). A description of the total system of primary education was provided as well as information on language arts instruction in grades 1-6. To determine if the official curriculum was indeed being practiced in the schools, teachers in 26 schools received a questionnaire, the directors of the schools were interviewed, a classroom teacher in each school was interviewed, and the classroom was visited while class was in session.

It was found that the teachers use and like the official system of language instruction which is called "método global de análisis estructural" (the global method of structural analysis). Of the 300 questionnaires returned, 70 stated that they liked the official system, 76.3 percent had between 30 and 50 students in the classroom, 93.3 percent had enough textbooks, 86 percent stated that oral work occupied the most classroom time, followed by vocabulary (85.5 percent), grammar (84.4 percent), and the teaching of comprehension (80.7 percent).

Reciprocal Interaction between Media, Message, Task, and Learner

Candidate: Raymond Rodríguez

University: New York University
Bilingual Education Program
735 East Building
Washington Square
New York, NY 10003

Department: Department of Curriculum and Instruction

Bilingual Program Director: Gilbert Sánchez

Degree/Date: Ph.D., June 1981

Abstract of Dissertation:

In order to design audiovisual educational materials, consideration must be given to the relationship between the cognitive learning style of the learner and the potential influence which the media can have. We must be able to match isomorphically the media chosen, particularly the choice of images, grammar, and codes that those media present, with the preferred learning styles of the learner. In addition, media may serve as a "tool of thought," improving or teaching information processing in the learner. When these issues are considered cross-culturally, they add much to the quest for bilingual education.

Accordingly, an established mode of visual cognition has been identified as field dependence/independence. This mode can be used to classify how and what information is processed by individual learners. In addition, recent research indicates the possibility that this mode has cultural divisions. That is, Hispanics reared in culturally traditional environments have learning preferences associated with field dependence.

Therefore, the goals of the researcher are to identify those unique symbolic coding capabilites found in film/video that facilitate the learning of content in the preferred modes of field dependence/independence, and to examine to what extent the coding capabilities can perform for or teach these learners new information processing functions.

Relation of Field Dependence/Independence to Second Language Achievement among College Students Learning Spanish

Candidate: Jacqueline Ross Hansen

University: University of Colorado--Boulder
School of Education
Boulder, CO 80309

Department: Bilingual Education - Social Foundations

Bilingual Program Director: Leonard Baca

Degree/Date: Ph.D., August 1980

Abstract of Dissertation:

This correlational study explored the relationship of one cognitive style, field dependence/independence, with progress among college students learning both oral and written skills in a second language. It also examined the relation between student-teacher stylistic match or mismatch and second language skill development.

Cognitive styles describe characteristic ways individuals process or organize information and experience. These consistencies in manner of cognition influence activities across behavioral domains -- from the perceptual and intellectual to the temperamental and motivational -- making them a factor in learning situations. Field dependence/independence refers to one's extent of self/nonself-segregation, or degree of autonomy of external referents, and is considered to influence cognitive restructuring abilities as well as social/interpersonal skills.

During the fall of 1979, 300 college students and their instructors in a beginning-level Spanish class were given the Group Embedded Figures Test (GEFT) to determine extent of field dependence/independence. Student performance on the GEFT were correlated with several measures of progress in the second language: cloze test, final exam score, written test average, oral quiz average, teacher rating of oral performance, and final course average. Where available, SAT or ACT scores were used to control for scholastic ability. Student-teacher match or mismatch in degree of field dependence/independence was also examined in relation to students' oral and written performance in the second language.

Sequential Order of Acquisition of Spanish Verb Tenses among Spanish-speaking Children of Ages 3-7

Candidate: Sam W. Cohen

University: University of San Francisco
School of Education
Multicultural Education
San Francisco, CA 94117

Department: Department of Education

Bilingual Program Director: John Tsu

Degree/Date: Ed.D., May 1980

Abstract of Dissertation:

Fifty Spanish-speaking children in the San Francisco Bay area, whose ages ranged from 2.11 to 7.1 years, were individually interviewed using a structured instrument devised by the researcher to elicit their repertoire of verb tense forms. The subjects' responses were tape-recorded, transcribed, and categorized according to age level, then analyzed for the verb tense productions.

The findings supported the hypotheses advanced in the study and indicated that (1) There is a developmental sequence in the acquisition of verb tense forms by Spanish-speaking children aged 3 to 7. (2) By the age of 3, Spanish-speaking children have in their speech repertoire the present indicative, preterite, reflexive infinitive, and present progressive forms. By age 4, they acquire the periphrastic future and the imperfect indicative forms, and by age 6, the present subjunctive form. Many children have acquired the imperfect subjunctive at the ages 3 to 7, but tend to use it less and less at 5 and 6. (3) There is variability in the verb tense production among children within the same chronological age level. There is variability in the number of verb tense forms produced, in the frequency of use of the acquired forms, in their preferential use, and in the discriminate use of the same. (4) The phenomena of over-generalizing and of code-switching are present in the language acquisition of Spanish-speaking children.

Some Prosodic Aspects of the Rise of a Second Language in a Three-Year Old

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Degree/Date: Ph.D., August 1980

Abstract of Dissertation:

This study focuses on the development of English in a 3-year-old Spanish-speaking girl. Certain prosodic characteristics exist both in her Spanish and English speech, which are an integral part of the entire Spanish language system. They also exist in her English because of the already existing Spanish language system which permeates any newly attempted language production by her.

The prosodic terms used here have no analog in the literature. They are bulge--a rise or swelling away from the usual intonation contour of the phrase; staccato-ness--a separation between each syllable by a slight space from the syllable on either side; and lilt--a smooth drawing up of a phrase. This dissertation attempts to (1) carefully describe clear examples of these prosodic qualities; (2) establish whether an interrelationship exists among these qualities, and if so, examine the nature of the relationship among them; (3) examine whether these qualities exist with the same intensity in both languages at the beginning of the study; (4) examine whether the nature and intensity of these qualities change over time in her English, and if so, describe the nature of the changes; and (5) speculate about the nature of the relationship between these prosodic qualities and long-term memory in the child.

Status of Bilingual Teacher-Training in the Area of Linguistics in South Texas

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Abstract of Dissertation:

The purpose of this study was to selectively survey bilingual teachers in south Texas to determine (1) the amount of preservice or inservice training they had received in the area of linguistics; (2) the amount of working knowledge they had retained in the general areas of phonetics, linguistics, and contrastive linguistics; and (3) their attitude toward the use of contrastive linguistics in the classroom.

The literature reported linguistics as an essential component of bilingual teacher training. The importance of linguistics to pedagogy in language teaching was also confirmed. Contrastive linguistics was discussed, and both positive and negative aspects were viewed. New research findings on language learning were also examined to shed light on the state of a new pedagogy.

A linguistic questionnaire was developed and administered to 130 bilingual teachers in five south Texas school districts. The questionnaires were classified for certain characteristics and underwent a series of analyses and statistical treatments. The first two parts of the instrument related to the two hypotheses. The data were reviewed through averages and grand percentages. The third hypothesis was tested using average weighted mean scores and T-tests for each of 12 items on a semantic differential.

On part 1 of the survey 50 percent of all the bachelor (B.A.) teachers, and 14 percent of the master (M.A.) teachers had no training in linguistics whatsoever. Only 33 percent of the B.A. teachers and 81 percent of the M.A. teachers had taken courses in linguistics, but averaging less than one full course. The entire sample of teachers reportedly had no more than approximately 2 hours inservice training in phonetics, 3 hours in linguistics, and 1 hour in contrastive linguistics. On part 2 of the questionnaire, 50 of the "trained" B.A. teachers were unable to answer affirmatively to six out of seven questions. Only three out of seven were answered positively by more than 50 percent of the M.A. teachers. In an attempt to supplement classroom work with language activities needs for problems of linguistic interference most teachers (40 percent) reported having only one to ten language activities, 38 percent chose a minimum of activities based on need, and over 50 percent created only a small amount (10-25 percent)

of these activities based on particular student needs.

Most of the teachers familiar with contrastive linguistics reported a favorable attitude toward its use in the classroom. Attitudes did not vary significantly from district to district. Also, T-test results indicated that, in large part, there is no statistically significant relationship between teachers' general use of language activities and their attitudes toward contrastive linguistics.

The bilingual teachers in this study, both at the B.A. and M.A. levels, were not receiving adequate amounts of training in linguistics either in their preservice work nor during their district inservice training. The data tend to indicate that the majority of the teachers possessed very few concepts in the area of general linguistics.

Study of Academic and Non-Academic Outcomes of Spanish Language Origin Students in Bilingual School Programs and Regular School Programs in Dade County, Florida

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Degree/Date: Ph.D. in Bilingual Education, August 1980

Abstract of Dissertation:

Of the relatively small amount of research that has been carried out in the field of bilingual education, most of it has been concerned with the effects of bilingual education on cognitive development, school achievement, and language development. Often this research is in the form of program evaluations which usually cover only 1 year. In order to plan and implement programs that would be most beneficial to the students, the community, and society as a whole, bilingual educators should investigate outcomes other than purely academic ones over a longer period than a year or two. Therefore, this study attempted to evaluate the long-term effects of participation in elementary bilingual programs upon language maintenance, attitudes toward the Spanish and English languages, and attitudes toward oneself as reflected in post-high school goals.

The study involved 200 Spanish-language-origin seniors at Miami Senior High School in Dade County, Florida. Approximately half were male and half female. One hundred subjects attended first through sixth grades at Coral Way Elementary School, which is a bilingual school, from 1967 through 1973. During the same period of time the other 100 subjects attended Silver Bluff Elementary, which has a regular English language curriculum. Also involved in the study were the parents of these 200 subjects.

The study incorporated such techniques as language dominance and proficiency testing, self-report interviews, questionnaires, essay writing, and direct observation both in and out of the classroom.

Study to Identify the Unique Criteria Needed for a Successful Bilingual Vocational Education Program in the State of Florida

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Bilingual Program Director: Hollie Thomas/Sydney Grant

Degree/Date: Ph.D., Winter 1980

Abstract of Dissertation:

The purpose of this study is to identify the unique criteria that are needed for the successful development, administration, and evaluation of Bilingual Vocational Education Programs (BLVEPs) in the State of Florida. Thus, the question this research is designed to answer is "What are the unique criteria required for the development of BLVEPs in addition to the criteria that have been established for vocational education?" The answer to this question will provide the basic information for the development of a process model for the evaluation of BLVEPs in the State of Florida. Additionally, the model may be used to identify successful programs, develop new programs, or assist in the implementation of programs already developed.

The procedures used in the study included (1) identification and review of relevant literature; (2) identification of existing BLVEPs in Florida; (3) identification of components for successful BLVEPs; (4) development of criteria for successful BLVEPs in Florida; (5) field testing of these criteria; (6) revision of these criteria, as needed; (7) development of a process model; (8) field testing of the process model; (9) revision of the process model, as needed; and (10) development of a final process model.

The anticipated outcome is that the information obtained in this study may result in the development of uniform criteria for the evaluation of the process used to conduct BLVEPs in the State of Florida.

Syntactic Complexity of the Bilingual Child: Some Theoretical Considerations and Pedagogical Implications

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Bilingual Program Director: George Blanco

Degree/Date: Ph.D., May 1980

Abstract of Dissertation:

The present study was designed to analyze and describe the syntactic complexity revealed in the writing samples of monolingual Spanish-speaking and bilingual Spanish/English-speaking schoolchildren at three grade levels. Two controlled-content passages were used to elicit the samples. The first, entitled the "La Gravedad" passage, elicited rewrites in Spanish from all subjects. The second, the "Aluminum" passage developed by O'Donnell (1967), elicited rewrites in English from the bilingual subjects. Three groups of adults also participated in the study by rewriting one or both of the passages.

The statistical analysis was undertaken to determine if the selected independent variables (grade, performance level, and language background) are predictors of syntactic complexity in written Spanish collected from monolingual and bilingual schoolchildren and adults, as well as in written English collected from bilingual schoolchildren and adults. Two other variables, sex and socioeconomic status, were controlled by assigning equal numbers of each sex to each cell and by drawing the sample from an area designated by the Federal Government as economically deprived.

The methods of analysis were those developed by Hunt (1970) to analyze controlled-content writing and free composition, and by Bateman and Zidonas (1966) to classify errors in English prose writing. These methods employed the following measures as dependent variables: T-unit length, clause length, subordination, coordination, sentence length, sentence-combining techniques, and errors. The sentence-combining techniques were coordinate predicates, dependent clauses, reductions to less than a predicate, and reductions to less than a clause.

Eight hypotheses were formulated to interpret the results of the analyses. The findings in the analyses of the rewrites of the "La Gravedad" passage showed that grade is a significant predictor of all the syntactic measures except T-units per sentence. Performance was a significant predictor of T-unit length, clauses per T-unit, dependent clauses, and reductions to less than a predicate. Language was significant for words per T-unit

and words per clause. A high, but nonsignificant, score was reported for interaction of performance and language on reductions to less than a predicate and reductions to less than a clause. Monolinguals and bilinguals did not vary significantly in the varieties of transformations used in the rewriting of the "La Gravedad" passage.

Similar results were obtained from the analysis of the "Aluminum" passage rewrites. Neither grade nor performance level was significant in the analysis of coordinate predicates or words per sentence. Grade was not a significant predictor of T-units per sentence and coordinate predicates. Considerations for language theory and additional research were offered along with certain implications for education.

Taking Turns: An Ethnographic Study of Communicative Competence in the Bilingual Preschool Classroom

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Degree/Date: Ph.D., June 1981

Abstract of Dissertation:

The purpose of this study is to describe one aspect of the communicative competence of 3- to 4-year-old Spanish-speaking children who are becoming bilingual: their ability to construct and maintain conversations with peers in the preschool classroom. Specifically, the study focuses on verbal forms, types of repetition, and nonverbal cues used in turn allocation. The relation of language alternation, another rule-governed conversational feature, to turn allocation will be studied. In addition, the influence of three situational factors on turn allocation will be investigated. These include speech partner's language, activity, and size of conversational group.

Ethnographic methods will be used to collect natural language data and contextual information in the classroom. Audio and video recording, participant observation, and teacher collaboration will be the means of collecting this data.

This study elaborates on previous research on bilingual children, using a conversational analysis to describe their competence in both Spanish and English at the level of the communicative event. It will provide teachers with urgently needed information on the language-use abilities of the child who is becoming bilingual.

Towards the Development of a Model for the Implementation of the Change Process: The Utilization of Networks in Bilingual Education

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Bilingual Program Director: Rodolfo Martínez

Degree/Date: Ed.D., Summer 1981

Abstract of Dissertation:

Networks and network analysis can assist in explaining how the bilingual bicultural model is a vehicle of interaction in the change process. The dissertation will present a concept of bilingual bicultural education to explain what this educational approach attempts to provide in our schools today. Networks will be explained as a communicative and interactive process that can assist individuals to understand the operational functions of personal, social, and institutional interaction. A discussion of personal networks and network analysis will clarify how "information" is the basic source of power that is a vital criterion in the change process. As individuals better understand the network process, the implementation of innovative educational concepts becomes easier. Administrators responsible for implementing delivery systems down to the teacher level can benefit from such knowledge, and be better able to utilize new or existing proposed models of program design and implementation. Curriculum developers can be better able to acquire information to develop bilingual bicultural materials. Teachers can become better equipped to instruct and foster effective home-school interaction. Parents can be recognized resource persons with a wealth of cultural information to contribute to existing programs and can assist in the interaction necessary to foster education change.

Training Approaches for the Preparation of Teacher-Aides for Bilingual Education Programs

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Abstract of Dissertation:

The problems to be investigated were to determine if traditional selection and inservice training of Mexican American paraprofessionals improves attitudes toward higher education and self; to determine if there are differences in their role of student task responsibilities, their level of job satisfaction, and in the ratings of teachers; and further, to ascertain if another training approach will make any difference. The focus of this study was on 30 Mexican American bilingual paraprofessionals in five elementary schools in three school districts. There is a need for research to show the factors that identify different attitudes held by the paraprofessionals towards (1) higher education, (2) self, (3) job satisfaction, and (4) the role of student task responsibilities, and factors that will identify different positions held by teachers towards performance rating of the paraprofessionals in dealing with children.

The sample for this study consisted of two groups. One group consisted of Mexican American bilingual paraprofessionals who were recruited, selected, utilized, trained, and supervised in a Paraprofessional Centered Training Approach Program. The training was structured as a degree granting program with supportive services. The subjects for the second group were hired and trained in a traditional manner. The paraprofessionals were encouraged to attend college, but formal course work was not required. Each group consisted of Mexican American paraprofessionals who are bilingual Spanish speakers and who work fulltime assisting the Spanish-speaking children. The teachers are classroom teachers of both groups.

The method used was an individually administered questionnaire consisting of items addressing paraprofessional attitudes toward higher education, self, job satisfaction, and the role of student task responsibilities. The second questionnaire was administered individually to teachers to determine their attitudes towards the classroom performance rating of the paraprofessionals. Data were collected and categorized using nonparametric techniques.

Because no previous research studies have been made in the area of bilingual paraprofessionals, this descriptive account of the paraprofessional training approach might generate testable hypotheses and a need for further research.

Vocational Preference and Career Maturity of Language Minority High School Students

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Bilingual Program Director: Harold S. Resnick, Major Advisor

Degree/Date: Ed.D., January 1980

Abstract of Dissertation:

This investigation examined the roles of culture, language, and sex on vocational preferences and career maturity levels of Hispanic and Non-Hispanic high school students in a large urban school system. The research is based on Holland's Theory of Careers (1973). The Self-Directed Search/Form E (Holland, 1979) and the Career Maturity Inventory Attitude Scale (Crites, 1973) were administered to 103 English-speaking high school students in two magnet city schools. Spanish versions of the SDS and CMI were developed and administered to 89 Spanish-speaking students participating in transitional bilingual education programs at two magnet and two community schools in this system. English and Spanish Cloze tests were administered to obtain global language proficiency level estimates on students.

Chi Square Analysis indicated that there was an uneven distribution of students by culture across vocational preference "high codes." Hispanics preferred social and artistic categories. Non-Hispanics preferred the realistic area. Multiple Regression Analyses were employed to explain variance of vocational preference scores within each category (realistic, investigative, artistic, social, enterprising, conventional). The overwhelmingly important variable in terms of realistic scores was sex, explaining 43 percent of the variance of R scores, indicating that males and females perceive realistic jobs differently in terms of their roles in society. On the investigative scales culture played the most significant role, although it only explained 9 percent of the variance of I scores. Both culture and sex together explained 15 percent of the variance of artistic scores. Sex explained 25 percent of the social scores, culture contributed 6 percent. Conventional preferences were explained by sex (12 percent) and culture (3 percent).

T Tests showed that Hispanics scored significantly higher on the Career Maturity Inventory than did non-Hispanics. Multiple regression revealed that culture, the greatest contributor to CMI scores, explained 14 percent of the variance. Culture, Total R scores, Total I scores and Native Language scores explained 25 percent of the variance of CMI scores for the groups tested.

Pertinent literature was reviewed. Findings were discussed and suggestions for further research on important unidentified variables were offered. Recommendations to school systems for the improvement of Career/Vocational/Occupational programs servicing populations described in this study were made.

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